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ABSTRACT

The manual provides information to assist secondary school level program and curriculum designers in the creation and administration of second language programs. It is not a how-to manual, but includes descriptive data about program types in existence and criteria for evaluating language proficiency. It contains: a list of terms used and their definitions; American Council on the Teaching of Foreign Languages (ACTFL) guidelines for assessing second language proficiency at four benchmark levels; a second language scoring guide for communication of messages, interviews, narration, and skit performance; and descriptions of sample oral proficiency tasks at each of those levels. Appended materials include a list of commonly-asked questions about secondary school language instruction, a chart detailing enrollments in 14 languages in each elementary grade (kindergarten through sixth) and the percentage of total students they represent; additional ACTFL proficiency guidelines; notes on the secondary school foreign language programs of other states; national foreign language standards for each of five goals; a summary of higher education second language requirements for 1997-98 and 1999-2000; and a list of contributors. (MSE)

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Developing Second Language in the Secondary Grades

1995

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August 1995

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For more information about developing second language in the secondary grades, please contact Amy Alday-Murray at the Oregon Department of Education, Office of Curriculum, Instruction and Field Services, (503) 378-8004, ext. 231.

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INTRODUCTION

The Curriculum Content Framework for Oregon Public Schools states that all students will have access to: "The development of speaking, listening, reading and writing in a second language (with emphasis on speaking and listening) within the appropriate cultural contexts."

A copy of this document, Developing Second Language in the Secondary Grades, has been sent to all middle schools, high schools, district and ESD superintendents. It contains an extensive appendix that includes commonly asked questions with responses, further reading and research, and curriculum resources. This document will be updated as the content standards for second language are reviewed.

The benchmarks have been established to apply to all languages. Districts are encouraged to consider offering second language choices to students.

CLARIFICATION OF TERMS

Language learning consists of four integral skills: listening, speaking, reading and writing with culture embedded in each skill. The State of Oregon has placed emphasis on oral proficiency.

Proficiency: A description of a level of ability to perform a skill. In second language, this term is used to describe the student's ability to use the language in real life situations.

Levels of proficiency have been defined by the American Council on the Teaching of Foreign Languages (ACTFL). These levels vary from novice, which is characterized by minimal ability to communicate, to superior, which approximates the speech of an educated native.

ACTFL: American Council on the Teaching of Foreign Languages

ACTFL Proficiency Guidelines (1986): Levels of language ability along a continuum of progress. Each level is described by specific indicators of the performance at that level.

Assessment: To assess second language proficiency, a student must demonstrate how much language has been internalized and can be used in an unrehearsed situation. An age-appropriate oral proficiency interview may be used to assess oral proficiency and cultural awareness. Whenever possible, this interview should be conducted by someone other than the student's classroom teacher.

Benchmarks: Are roughly aligned with ACTFL levels. As school districts vary in the type of second language offerings. These levels are not tied to grade or age level Benchmarks.

Curriculum Content Framework: The second language goal in the Curriculum Content Framework for the state of Oregon has been adapted from the Provisional Learning Outcomes Framework of the Articulation and Achievement Project which is a collaborative effort of The College Board, ACTFL, and The New England Network of Academic Alliances in Foreign Languages. The project was funded by a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education.

Curriculum-Embedded Scoring Guide: A scoring guideline for use in assessing the performance tasks.

Curriculum-Embedded Tasks: To help the student prepare for the proficiency assessment, tasks and scoring guides have been developed. The teacher will probably

find similarities between the way classes and activities are now organized and the curriculum-embedded tasks.

Many teachers will find it helpful to focus assessment on a few skills at a time. The teacher does not need to use every category of a scoring guide for each task. The task and scoring guide can be shared with the student to establish clear expectations and may be used for peer or self-evaluation. This provides for self reflection and an understanding of the knowledge and skills gained through the task. In addition to the use of the task for oral presentation, these situations could also be used as writing prompts. Refined writing pieces may be assessed with the ACTFL writing guidelines and may be included in the student's collection of works samples.

Modified OPI: In Oregon, an age-appropriate oral proficiency interview for use in determining the student's proficiency level in meeting the proficiency requirements established by the local school district board.

Oral Proficiency Interview (OPI): The ACTFL OPI is a face to face oral interview conducted by a trained ACTFL interviewer who probes to find the upper level of sustained proficiency of the interviewee.

Text Type: The way in which the speaker uses the language, e.g., words, formulaic expressions, simple sentences, strings of sentences, paragraphs, etc.

SECOND LANGUAGE PROFICIENCY

The Oregon Education Act for the 21st Century calls for proficiency in a second language as determined by the local school district boards.

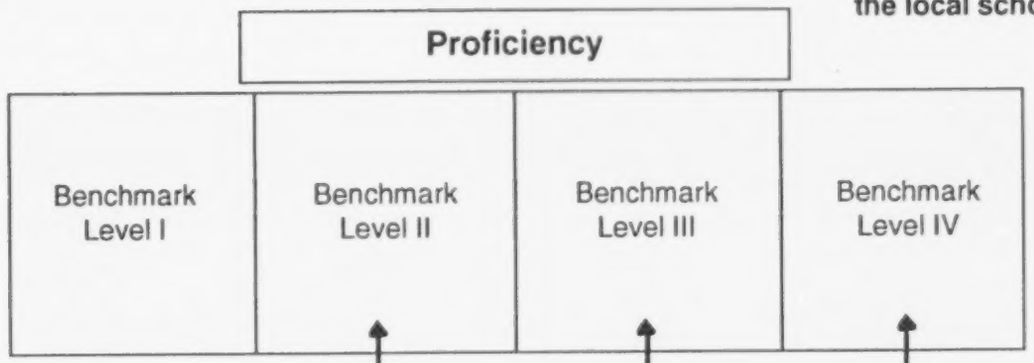
Districts may choose the grade level they begin the study of a second language. Consequently, the benchmark stages of 1 to 4 represent a developmental acquisition of language proficiency and are not attached to a specific grade level.

The second language goal in the Curriculum Content Framework is based on content work begun in 1992 by the Articulation and Achievement Project, funded by a grant from the U.S. Department of Education. Modified by the Student Performance Assessment Network (SPAN) work group, June, 1994.

Overview of
Second Language Proficiency

ACTFL Guidelines**

Certificate of Initial Mastery proficiency to be determined by the local school district boards.



Novice Mid* for reading and writing in less commonly taught languages.

Novice High* for listening and speaking in less commonly taught languages.

Intermediate Low* for commonly taught languages.

Notes:
Assessment will be an unrehearsed modified oral proficiency interview of 5-7 minutes.

**ACTFL = American Council on the Teaching of Foreign Languages. Oral proficiency guidelines established in 1986.

BENCHMARK LEVEL I

Content/Culture	Function	Context	Text Type	Accuracy in Familiar Situation	Assessment Strategy
	Throughout Level I, students will develop the ability to:				
formal/informal address	greet and respond to greetings, introduce and respond to introductions	in social interaction which is face-to-face	using discrete, learned words, phrases and formulaic expressions	which demonstrate awareness of culturally appropriate behavior (are effectively communicated). The message is generally compre-	Speaking: Role plays, situational interactive activities. Simulations, informal interactions. Writing: Lists, notes with
about people, places and things	engage in conversations	in social interaction which is face-to-face	using discrete, learned words and phrases		
Any of the following may be included in Stage I content: Self Family Friends Home, rooms School, classes Schedules Health Community Geography Weather Holidays/festivals Colors Numbers Leisure Activities Likes and Dislikes Size and Quantity	express likes and dislikes	in social interaction which is face-to-face,	using learned words and phrases.		

BENCHMARK LEVEL II

Content/Culture	Function	Context	Text Type	Accuracy in Familiar Situation	Assessment Strategy
	Throughout Level II, students will develop the ability to:				
Any of the following may be included in Stage II content: Self Family Friends Home, rooms School, classes Schedules Health Community Geography Weather Holidays/festivals Colors Numbers Leisure Activities Likes and Dislikes Size and Quantity	perform all the functions described in Stage I plus:.				
	make requests	in social interaction which is face-to-face, lists, surveys, notes and postcards	using simple questions and short sentences in the productive mode	which demonstrate awareness of culturally appropriate behavior. The message will be effectively communicated.	Speaking, writing, listening, reading: Role-plays, situational interactive activities, guided composition.
	obtain information	from culturally authentic materials, e.g., menus, schedules, charts, graphs, maps, video, texts, signs, posters, computer networking, and face-to-face interactions	using simple questions and understanding short texts enhanced by visual clues	In the productive mode, the questions will be effectively communicated. In the receptive mode, most important information will be understood with few errors in comprehension.	Simulations, short notes, telephone messages, video texts. Listening, reading: comprehension activities, interviews.
	understand some ideas and some familiar details	in classroom conversations with teacher and in short readings, poems and proverbs	presented in measured speech and in uncomplicated paragraphs		

BENCHMARK LEVEL III

Content/Culture	Function	Context	Text Type	Accuracy in Familiar Situation	Assessment Strategy
	Throughout Level III, students will develop the ability to:				
Topics included in Stages I and II content/ culture.	Perform all the functions described in Stages I & II plus:			which demonstrate increasing proficiency and control of vocabulary with no significant pattern of errors. The message will be comprehensible and culturally appropriate but some pattern of error may prevent full comprehension.	Modified oral proficiency interviews, class interaction and discussion of topical material, role-playing.
Any of the following may be included in Stage III content/culture area: Important historical and cultural figures, places and events. Clothing City and Town Buildings Food Seasons Animals Shopping, stores, money Professions, work Transportation, travel Geography Topography Directions	Engage in conversations	in social interaction which is face-to-face	using sentences		Modified oral proficiency interviews, role-playing, informal conversations teacher/ students and student/ student, short discourse, questions; short paragraphs, opinion surveys, letters.
	Express likes and dislikes	in social interaction which is face-to-face; in lists, surveys, notes and postcards	using sentences		
	Provide and obtain specific information	in social interaction which is face-to-face, from letters, ads, tickets, brochures, signs, readings and video	using questions, polite commands and short sentences		Modified oral proficiency interviews, role-playing, situational interactive activities, questions and answers, checklists, surveys, guided composition, notes and letters.
	Understand important ideas and a few details	from culturally authentic spoken and written discourse; visual and written media	at the sentence level in the productive mode and understanding short texts enhanced by visual clues		
	Express important ideas and a few details	in face-to-face interaction, notes and letters, short paragraphs	at the sentence level in the oral mode and in simple paragraph form in the written mode.		Comprehension activities, summaries in paragraph form, checklists, interviews and conversations.
					Brief summaries or commentaries, responses to pertinent questions; guided composition.

BENCHMARK LEVEL IV

Content/Culture	Function	Context	Text Type	Accuracy in Familiar Situation	Assessment Strategy
	Throughout Level IV, students will develop the ability to:				
Topics included in Stages I, II and III content/culture. Any of the following may be included in Stage IV content/culture area: Important historical and cultural figures, places and events. Clothing City and Town Buildings Food Seasons Animals Shopping, stores, money Professions, work Transportation, travel Geography Topography Directions	Perform all the functions described in Stages I through III, plus:				
	Expressing important ideas and a few details	from culturally authentic spoken and written discourse, visual and written media	at the sentence level in the productive mode and understanding short texts enhanced by visual clues	with few errors in comprehension.	Comprehension activities, summaries in paragraph form, checklists, interviews and conversations.
	Describe and compare	in social interactions, notes, letters, postcards and short, simple paragraphs.	In the written mode, the message will be communicated at the paragraph level. In speaking, the message will be communicated in sentences and strings of sentences	The message will be comprehensible but some pattern of error may interfere with full comprehension.	Interviews, oral presentations, short compositions and letters.
	Express needs	in correspondence and in personal and social interaction	using sentences and strings of sentences		Role-playing, communicative activities, interviews, guided composition, letters and notes.
Spontaneous use of idiomatic expressions.	Use and understand expressions indicating emotion	in social interaction, in the media and in authentic texts	using learned expressions	accurately with a demonstrated awareness of socio-linguistic propriety.	Role-playing.

SECOND LANGUAGE SCORING GUIDE
OVERVIEW

Scoring guides, have been developed to provide consistency of scoring of student performance.

- The teacher does not need to use every category of a scoring guide for each task.
- Many teachers and students will find it helpful to focus on the assessment of a few skills at a time.
- The task and scoring guide can be shared with the student to establish clear expectations.
- It may also be used for peer or self-evaluation providing a basis for self reflection and an understanding of the skills gained through the task.
- Refined writing pieces may be assessed with the ACTFL writing guidelines and included in the student's collection of work samples.

Communication of Message

Scoring Guide

	Message is...	Delivery is...	Information:	Language Structure:	Pronunciation:	Vocabulary...
6	easily understood in its entirety.	effortless and smooth.	Expands on all relevant information.	Employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety.
5	comprehensible in its entirety with a few minor flaws.	has no unnatural pauses. Sounds like natural speech.	Includes all relevant information.	Employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	generally comprehensible.	fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	Includes most relevant information.	Generally uses correct structures with some errors.	influenced by first language.	is appropriate.
3	somewhat comprehensible.	occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	Includes a fair amount of relevant information. May include contradictions, informational gaps or redundancies.	Demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	difficult to understand.	halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	Little relevant information is presented.	Shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	incomprehensible.	very halting and fragmentary with excessive unnatural pauses.	Vague or confusing information is presented.	Has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language form

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Interview

Scoring Guide

	Questions & Answers...	Word Order & Intonation...	Delivery:	Language Structure...	Pronunciation/ Intonation...	Vocabulary...
6	are elaborate and varied. Tailors questions to previous responses (employs some circumlocution).	are correct.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety. Reveals breadth of knowledge.
5	are varied.	are correct.	Has no unnatural pauses.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	are basic.	are mostly correct.	Fairly smooth with few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	is influenced by first language.	is appropriate.
3	are simplistic or inappropriate.	are influenced by first language.	Occasionally halting and fragmentary with some unnatural pauses.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	are very simplistic or inappropriate.	are heavily influenced by first language.	Halting and fragmentary with many unnatural pauses.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	are minimal and may be inappropriate (yes/no type, one-word responses).	are inappropriate.	Halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language from first language.

Narration

Scoring Guide

	Organization of Story:	Details:	Delivery:	Language Structure...	Pronunciation/ Intonation...	Vocabulary..
6	• Story has creative or unusual beginning, middle and end. • Sequencing is highly evident with excellent use of transitions.	Rich use of details or specifics.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety. Reveals breadth of knowledge.
5	• Story has well developed beginning, middle and end. • Sequencing is evident with good use of transitions.	Use of many details or specifics.	No unnatural pauses. Sounds like natural speech.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	• Story has adequate beginning, middle and end. • Sequencing is evident with some use of transitions.	Some use of details or specifics.	Fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	is influenced by first language.	is appropriate
3	• Story has beginning, middle and end, but may be unclear. • Sequencing is very simple with few transitions.	Few details and specifics included.	Occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	• Story is sketchy. • Sequence is difficult to follow.	Audience is left with many questions.	Halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	• Story is incomprehensible.	No evidence of unfolding of significant events.	Very halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language from first language.

Skit

Scoring Guide

	Development & Sequencing:	Cultural Behaviors:	Delivery:	Language Structure...	Pronunciation:	Vocabulary...
6	• Creatively developed in detail. • Entertaining. • Rich, unusual story elements.	Exhibits obvious and subtle cultural behaviors.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety. Reveals breadth of knowledge.
5	• Well developed. • Many details. • Holds audience's interest. • Strong beginning middle and end.	Exhibits many appropriate cultural behaviors.	No unnatural pauses. Sounds like natural speech.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	• Adequately developed. • Includes all required story elements. • Has beginning middle and end.	Exhibits some cultural behaviors.	Fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	is influenced by first language.	is appropriate.
3	• Partially developed. • Missing a few required story elements. • Beginning, middle and end may be unclear.	Exhibits only the most obvious cultural behaviors.	Occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	• Minimal development. • Missing many required story elements. • Hard to follow.	Exhibits little target cultural behaviors.	Halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	• Unsatisfactory development. • Inadequate amount of material. • No sequencing.	Exhibits no target cultural behaviors.	Very halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may invent words based on first language.

SAMPLE TASKS

To help the student prepare for the oral proficiency tasks, scoring guides have been developed. These tasks are intended for skill development and assessment. In these pre-planned tasks, students will be performing at a higher level of proficiency than they will on an on-demand interview. The tasks may be used for oral presentations, as well as writing prompts. As students progress in proficiency, more tasks should be of an on-demand nature.

Benchmark 1

Sample Task
Task: Create a Family **Benchmark: 1**

Scoring Guides:
- Communication of Message
- Narration

Other skills:
- work as a member of a group

Task Description:
You and the members of your group suddenly discover that you are actually long lost siblings. You create a make believe family and agree on identities and descriptions for each of the family members. Give names according to culture. For example, you might include family relationships, physical descriptions, background, personalities, age, and profession.

Your group will give an oral presentation using your family tree including the descriptors mentioned above. Each member of the group must be prepared to answer questions about your family.

You will be judged on your ability to explain family relationships and describe family members.

Knowledge and Skills need to be taught:
- age, professions vocabulary
- likes and dislikes
- favorite activities of family members
- family name systems

Performances and the Products to be Assessed:
Students will create a make-believe family with descriptions for each of the family members.
Draw a family tree and label each member.
Students will write the information and present it orally.

Brief description of a Successful Performance:
The students will complete the above tasks in the target language in written and oral forms in a comprehensible manner.

Approximate Time to Complete: One to two weeks

Resources and/or Materials:

- white drawing paper, construction paper (for folders) and marking pens.
- magazines
- Catalogs

Attachments: None

Benchmark 1

Sample Task
Task: Mi Otro Yo **Benchmark: 1**

Scoring Guides:
- Communication of Message

Other skills:
- thinking

Task Description:
The learner will create a new identity for him(her)self in the beginning language class by drawing, creating, naming, and describing an alternate identity to be used in the foreign language classroom. This new identity will be created and narrated in the target language.

Knowledge and Skills Needed to be Taught:
- "to be" verb
- adjectives that describe physical and personality traits
- adjective use
- verb conjugations (regular verbs)
- "I like" construction

Performances and the Products to be Assessed:
Students will create a new identity for themselves with a new name and nationality.
Draw a picture of themselves which illustrates their profession.
Make a name tag which includes the flag of their country.
Write and orally perform a narration describing themselves as they would like to be as an adult. The narration will describe the characteristics of the person, the profession, and likes and dislikes.

Brief Description of a Successful Performance:
The students will present the above task in the target language in written and oral forms in a comprehensible manner.

Approximate Time to Complete: One to two weeks

Resources and/or Materials :

- white drawing paper, construction paper (for folders) and marking pens
- first and last names in the target language
- list of professions
- resources on countries and their flags

Attachments:

Attachment 1: Student's Instruction Sheet for Spanish

Benchmark 1/Attachment 1
Students' Instruction Sheet For Spanish
(May be adapted for other languages)

Task: Mi Otro Yo

1) You are going to create a new identity for yourself in the second language.

2) Decide on a Spanish name (using the Spanish name system, of course) and a new nationality. You may be of any Spanish-speaking nationality, but not "norteamericano." Then make up a name tag so we can get to know you. On your name tag put the flag and name of your country of origin.

3) Draw a picture of your "other self," being sure that the picture indicates your profession.

4) Complete a dossier on your "other self."

5) Create a new identity for yourself. In three paragraphs describe what you are like, what your profession is, and what you like to do in your free time.

   Example:
   a) **¿Còmo eres tú?** (What are you like?) Introduce yourself, age, nationality and where you live. Describe yourself physically using at least three adjectives. Then describe your personality with at least three adjectives as well
   b) **Tu trabajo** (Your work) Tell your profession, what you do, where and when you work, and how much you earn.
   c) **Tus intereses.** (Your interests) Tell at least three things that you like to do in your free time and when, where, and how well you do them. Also tell some things that you do not like to do.

6) Create a folder for the written project.

7) Create a costume for the new you. See if you can come up with a trademark (like a hat or stethoscope) that the class can use to identify you.

8) Be prepared to present your "Mi Otro Yo" on videotape.

9) Additional Projects
   a) Draw a map of the country you are from. Label the capital city and city you are from.
   b) Research information on the city and country you come from. Write a one-page report on your city and country, in English.

10) Evaluation: Students are evaluated on the process of creating the identity, and on written and oral presentation.

Benchmark 2

Sample Task
Task: Daily Routine **Benchmark: 2**

Scoring Guides:
- Communication of Message
- Narration

Other skills:
- thinking
- problem solving

Task Description:
You will demonstrate your ability to narrate a person's daily routine as they awaken, get up, and get ready for the day or a special occasion. You will develop your story so that it flows well from an introduction (beginning), middle and end; maybe you can include some tasteful humor. You will demonstrate your ability to use reflexive verbs including at least ten different reflexive verbs. At least one reflexive verb should be used with the infinitive construction.

Include at least 8 objects of personal care or grooming and some appropriate expressions one would use to comment on another's appearance.

Prepare your presentation and use props to help you remember what you want to say and the order of what you are saying.

Videotape your performance or present in class.

Knowledge and Skills Needed to be Taught:
- reflexive verbs
- grooming verbs
- grooming articles
- clothing
- body parts

Performances and the Products to be Assessed:
Students will create a videotape or presentation of their daily routine.

Brief Description of a Successful Performance:
The students will present the above task in the target language in a comprehensible manner.

Approximate Time to Complete: One to two weeks

Resources and/or Materials:

- Video camera/tape

Attachments: None

Benchmark 2

Sample Task
Task: In the Restaurant **Benchmark: 2**

Scoring Guides:
- Communication of Message
- Skit

Other skills:
- work as an individual
- work as a member of a group

Task Description:
Your group will create and perform a restaurant scene. You will need to create a restaurant environment by giving it a name, designing a menu with culturally appropriate foods and prices with current exchange rates. You will write a script in which every group member has an active role in a dining situation. Your group will perform this skit in front of an audience. (A teacher may choose to videotape this skit.) Each member of the group will show they understand all information presented by answering questions posed by the evaluator. You will be judged on the creativity of your presentation, pronunciation, cultural appropriateness, collaboration within the group, and comprehension of the situation.

Knowledge and Skills Need to be Taught:
- restaurant vocabulary
- money exchange rate
- table manners
- foods
- cultural gestures
- formal and informal language use

Performances and the Products to be Assessed:
Students will:
- create a skit in a restaurant
- create appropriate menus, props, and posters
- wear appropriate costumes during the skit

Brief Description of a Successful Performance:
The students will complete the above tasks in the target language in written and oral forms in a comprehensible manner. The students also will answer questions posed by the evaluator.

Approximate Time to Complete: Three weeks

Resources and/or Materials:

- white drawing paper, construction paper (for folders) and marking pens.
- magazines
- sample menus
- exchange rate charts

Attachments: None

Benchmark 3

Sample Task
Task: Telephone Date **Benchmark: 3**

Scoring Guides:
- Communication of Message

Other skills:
- work as a member of a group

Task Description:
Call and invite a friend to go to the movies. You need to make a decision about what movie you will see. Carry out this conversation and resolve what movie you both agree to see. Discuss the time the movie starts and ends, the theater where the movie is being shown, how you will get there, how much the ticket costs, and what you will do before and after the movie.

Knowledge and Skills Needed to be Taught:
Use of a phone and phone directory
Newspaper ads in the target language
Reading strategies and skills to include movie schedules
Appropriate refusal and suggestion skills in the culture of the target language
Telephone etiquette
Movie vocabulary

Performances and the Products to be Assessed:
Students will:
- converse with a partner, make suggestions and counter suggestions, come to agreement as to what movie to see and at what time.
- use appropriate telephone etiquette

Brief Description of a Successful Performance:
The students will complete the above tasks in the target language in an oral presentation in a comprehensible manner.

Approximate Time to Complete: Two to three days

Resources and/or Materials:
- telephone
- newspaper ads
- movie schedules

Attachments: None

Benchmark 3

Sample Task
Task: My Personal Story **Benchmark: 3**

Scoring Guides:
- Communication of Message
- Narration

Other skills:
- think

Task Description:
Create a time line of your life that includes specific events with dates, age, and places; what others were doing at that time; and details like weather, feelings, clothing people were wearing, etc. Make your visual colorful and interesting.

Knowledge and Skills Needed to be Taught:
- adjectives that describe physical and personality traits
- adjective use
- verbs in the past tense

Performances and the Products to be Assessed:
Students will present a time-line to the class.

Brief Description of a Successful Performance:
The students will complete the above tasks in the target language in an oral presentation in a comprehensible manner.

Approximate Time to Complete: One week

Resources and/or Materials:
- butcher paper
- magazines

Attachments: None

Benchmark 4

Sample Task
Task: When I Was a Child **Benchmark: 4**

Scoring Guides:
- Communication of Message
- Narration

Other skills:
- thinking

Task Description:
You will tell other classmates about an incident (real or invented) that happened to you when you were a child. This oral presentation should be about 5 minutes in length and demonstrate your mastery of the past tenses.
In addition, you will develop a visual that will enhance the story that is easily visible, but is not distractive.

Knowledge and Skills Needed to be Taught:
- past tense of verbs
- story development
- narration skills
- specialized and individualized vocabulary

Performances and the Products to be Assessed:
Students will:
- write a story about an event (real or invented) that happened to them as a child.
- make an oral presentation to the class about this event.

Brief Description of a Successful Performance:
The students will complete the above tasks in the target language in written and oral forms in a comprehensible manner.

Approximate Time to Complete: One to two weeks

Resources and/or Materials:
- white drawing paper, construction paper (for folders) and marking pens
- magazines

Attachments: None

Benchmark 4

Sample Task
Task: It's All in the Past **Benchmark: 4**

Scoring Guides:
- Communication of Message
- Narration

Other skills:
- thinking
- problem solving
- work as a member of a group

Task Description:
Students in groups of three will demonstrate their ability to manipulate the past tense structure by creating a TV news show which will include news reports and an interview with a famous personality from the past.
Each news story should be a minimum of 10 lines in length and should narrate in journalistic fashion an event that took place, or could have taken place. Emphasis should be on the facts.

The interview should be with a famous person of cultural/historical significance from the past. The interview should inquire about the events in the life and the things for which the person became famous. It will be more interesting if the identity of the person interviewed is withheld until the end of the interview. A minimum of 5 lines per speaker in the interview is required.

Knowledge and Skills Needed to be Taught:
- past tense verbs
- specialized vocabulary dealing with news story
- vocabulary for generic talk on a news broadcast
- figures of cultural/historical significance
- interviewing skills

Performances and the Products to be Assessed:
Students will create a news show which includes an interview with a famous personality from the past of cultural/historical significance.

Brief Description of a Successful Performance:
The students will complete the above tasks in the target language in a comprehensible manner.

Approximate Time to Complete: One to two weeks

Resources and/or Materials:
Videotape of a news cast in the target language

Attachments: None

Possible Situations
For Additional Tasks

1. **What will I be doing?** Choose some period of time in the future and describe what you will be like and what you will be doing.

2. **How about if we go to...** a friend wants to go out to eat and suggests an expensive restaurant. You don't want to, or can't spend that much, and feel uncomfortable as this friend always suggests expensive places. Negotiate where to go.

3. **I'd love to have a...** Tell what pet would be ideal for you and why.

4. **I promise I'll do it tomorrow!** You want to convince your sibling to exchange days for assigned household chore. Your sibling feels you always back out of your chores. Negotiate a deal and come to some arrangement.

5. **Flight fright** (1) you've just missed your flight and you need to make a connecting flight to arrive at your destination. You go to the clerk to see if there is another flight soon enough and find there is none. The clerk wants to be helpful and makes suggestions. (2) You and your two friends are waiting for your flight to board when an announcement is made they are over booked by two seats. Negotiate with your friends which one of you will take the flight.

6. **Clothing exchange** You are returning an article of clothing to a store because it:

   - had a spot on it and you didn't notice it when you bought it
   - shrank after you bought it
   - was the wrong color
   - was a present and doesn't fit

   Negotiate with the clerk. The clerk might let you:
   - exchange it
   - return your money
   - refuse to be helpful

7. **Oh, waiter...** You are dining in a restaurant and discover something in your food. You call the waiter over and explain. The waiter may or may not see this as a problem. Try to come to an agreement about what should be done.

8. **What a racket!** It is the morning after a raucous party at your neighbor's house that kept you up all night. You meet your neighbor in front of your house. Tell the neighbor what you think.

9. **It smells great, but...** You are the honored guest at someone's home. They serve their very special meal that happens to be something you can't imagine eating. How do you handle this diplomatically?

Oral Proficiency Interview

Oral Proficiency may be assessed through an oral interview. This interview should be an age-appropriate version of the ACTFL Proficiency Interview (OPI).

The components of an interview include:

1) A warm-up consisting of greetings, informal exchanges of pleasantries and conversation openers at a level that appears to be comfortable for the students.

2) A more inclusive conversation in one or more areas of high interest to where interviewee's strengths can be demonstrated.

3) The interviewer will elicit conversation at a higher level of difficulty to establish the upper range of the interviewee's linguistic ability.

4) The interviewee participates in a role-play situation to demonstrate spontaneous responses, creative use of language, and/or circumlocution skills not typically assessed in an interview situation.

5) The conversation will return to a comfortable level of proficiency on a topic of personal interest to end the interview on a positive note.

APPENDIX

Most Commonly Asked Questions

How long will it take to reach the benchmark levels?
There is varied information available as to how long it will take a student to achieve a given level of proficiency. Much depends on when the student begins the study of the language; however, the district should consider the number of hours that it will take to attain levels of proficiency as determined by the local school board (see ACTFL Guidelines).

What languages are recommended?
As school districts begin planning second language programs, they are encouraged to offer choices to students. Districts may use community, parent and student input to determine which languages the district will emphasize. The benchmarks that have been established apply to all languages.

Is there a special fund to support the second language requirement?
The legislature intentionally left this strictly up to local funding. That is why each district may decide the proficiency level for each student. Districts may wish to form local consortiums with other schools and ESDs to leverage resources to provide second language programs.

Is there a state mandated curriculum for each grade level?
There will be no state mandated curriculum. However, districts are still responsible for providing second language instruction to students based on the second language content standards.*

How do we deal with transfer students?
Individual districts have the flexibility to design their own programs and must consider this just as they do in all curriculum areas.

What happens if the student reaches a higher level of proficiency while still in elementary school?
Students may very well reach higher proficiency levels, especially if enrolled in an immersion program. Options for these students include:

1) more advanced study,
2) beginning the study of another language,
3) community volunteer experiences,
4) using the time to explore other educational opportunities.

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* Content standards are being developed and reviewed. State Board adoption is expected in 1996.

What resources might be used to strengthen a district's second language program?
Districts may wish to form local consortiums with other schools and ESDs, utilize community resources with experience in second language, and public broadcasting programs.

Does the national proficiency standard interfere with local control of the school?
State content standards* will provide information and guidelines for the districts to make decisions regarding student second language proficiency in each district. Programs will be developed at the local level.

Can a student decide to change languages?
A student may elect to study any second language offered by the school or district, subject to course offerings. The second language requirement specifies proficiency in only one second language, but in no way restricts a student's choice of study.

May a school that has no possibility of live language instruction allow a student to get a CIM certificate through television or other media?
Rural districts in particular may have no choice but to rely on distance learning and other avenues. Using the ESD as a resource may be an option.

Special Note: Although districts need only to provide two years of second language instruction, districts might consider course offerings at higher levels to articulate with the Oregon State System of Higher Education Proficiency-based Admissions Standards (PASS).

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* Content standards are being developed and reviewed. State Board adoption is expected in 1996.

Oregon Enrollment
in Second Language

Oregon public school enrollment in second language programs at elementary level, Fall 1994.

	Kinder.	1st	2nd	3rd	4th	5th	6th		Totals	% of K-6 Students
Spanish	1325	1969	2243	2392	2199	2219	3688		16035	6%
French	22	89	138	167	141	139	533		1229	0.50%
Japanese	184	193	159	103	156	226	46		1067	0.40%
Am. Sign L.	75	71	38	42	40	34	77		377	0.14%
Russian	33	50	47	54	45	49	12		290	0.10%
German	1	2	50	47	47	19	31		197	0.07%
Vietnamese	8	19	21	20	11	10			89	0.03%
Chinese	7	10	9	8	4	6			44	0.02%
Laotian	3	3	8	8	2	2			26	0.01%
Hmong				8	8	7			23	0.01%
Cambodian	2	1	3	1	4	1			12	0.00%
Hindi	1		1	2	1				5	0.00%
Exploratory							3		3	0.00%
Pharsi				1					1	0.00%
Totals	1661	2407	2717	2853	2658	2712	4390		19398	7.30%

This information was collected through a voluntary survey in the 1994 Fall Report sent to all public schools in Oregon. Because some surveys were not returned (13.5%), the results may be incomplete.

Oregon public school enrollment in second language programs, at middle school level, Fall 1994.

Language	7th Grade	8th Grade	Total FL Students	% of 7-8 Students
Spanish	3174	3780	6954	10.62%
French	931	761	1692	2.58%
German	262	270	532	0.81%
Japanese	130	188	318	0.49%
Latin	17	41	58	0.09%
Russian	10	16	26	0.04%
Chinese	17	321	338	0.52%
Italian	0	0	0	0.00%
Am Sgn Lang	100	176	276	0.42%
Exploratory	826	292	1118	1.71%
Totals	5467	5845	11312	17.28%

Because this information was collected through a voluntary survey in the 1994 Fall Report sent to all public schools in Oregon, the results may be incomplete. However, this data may be useful in determining trends in second language study in Oregon.

Oregon public school enrollment in second language programs at high school level, Fall 1994.

Language	Year 1	Year 2	Year 3	Year 4	Year 5	Total FL Students	% of High Sch Students
Spanish	19863	12217	4098	1607	385	37785	26.82%
French	4204	2850	1263	518	203	8835	6.27%
German	2733	1961	845	385	70	5924	4.21%
Japanese	1434	889	362	210	53	2895	2.06%
Latin	130	98	39	1	0	268	0.19%
Russian	130	50	33	8	1	221	0.16%
Chinese	7	5	5	0	0	17	0.01%
Italian	0	0	0	0	0	0	0.00%
ESL	6	0	1	0	0	7	0.00%
Other	23	0	0	0	0	23	0.02%
Totals	28530	18070	6646	2729	712	55975	39.74%

Because this information was collected through a voluntary survey in the 1994 Fall Report sent to all public schools in Oregon, the results may be incomplete. However, this data may be useful in determining trends in second language study in Oregon.

ACTFL Guidelines

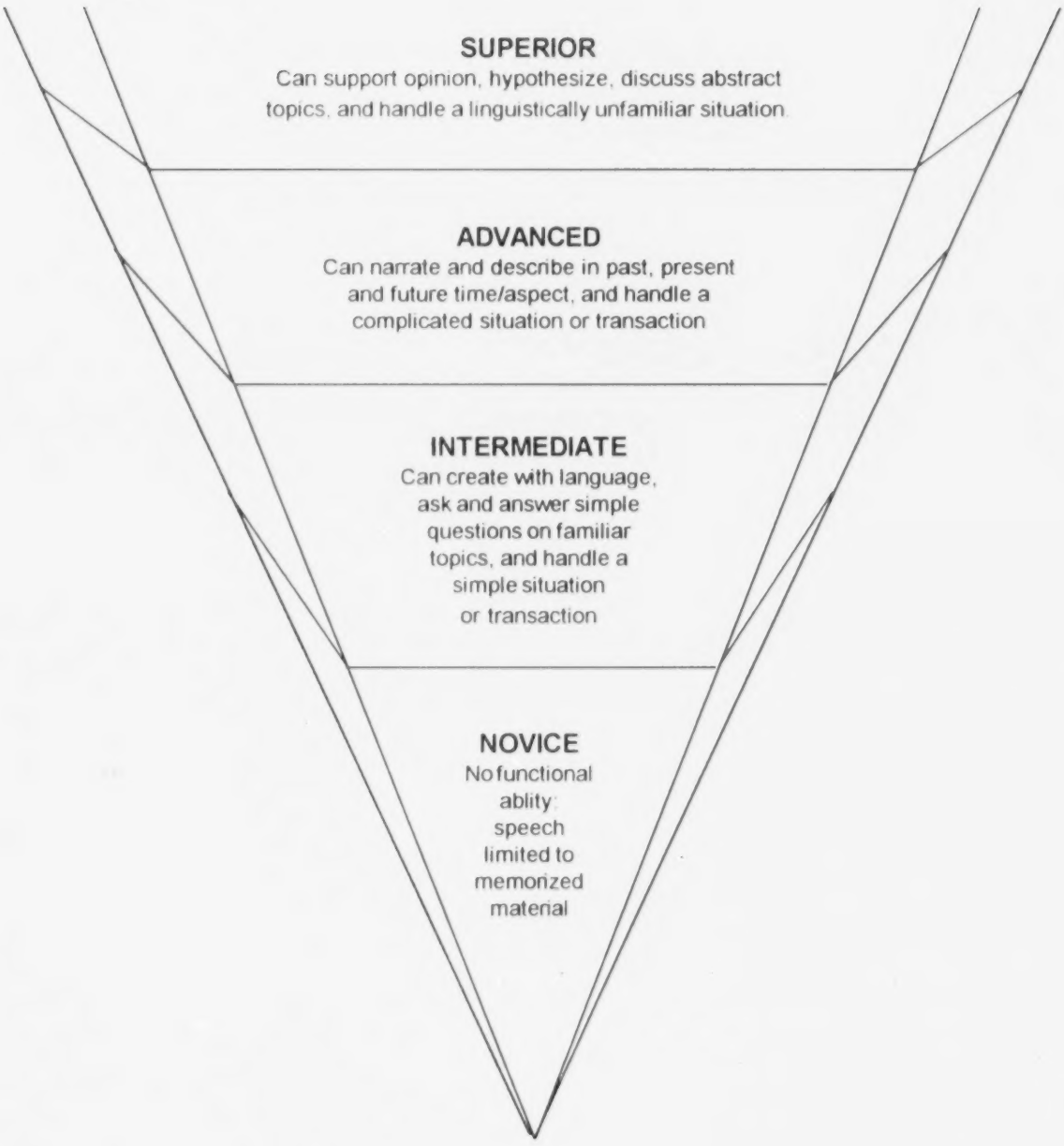
The Second Language Symposium Committee (see Appendix) began meeting in March 1993, discussing the issues concerning the Certificate of Initial Mastery outcome requiring a second language.

One of the major areas of discussion was the level of proficiency, or the ability to communicate in the language, to be achieved by all students. The American Council on the Teaching of Foreign Languages (ACTFL) recognizes 9 levels of proficiency.

Conferring with national experts, the Second Language Symposium Committee makes the following recommendations: **Intermediate Low** for the more commonly taught languages (French, German, American Sign Language, Spanish) and **Novice High** for the less commonly taught languages (including Japanese and Russian) in listening and speaking and **Novice Mid** for reading and writing. Listed below are the relative positions of these levels within the ACTFL hierarchy.

Oregon's emphasis on **speaking and listening** may be assessed in an oral proficiency interview. The other skills of **reading and writing** should be demonstrated with evidence in the students collection of work samples.

Superior	
Advanced Plus	
Advanced Low	
Intermediate High	
Intermediate Mid	
Intermediate Low	for more commonly taught languages (French, German, American Sign Language, Spanish)
Novice High	for listening and speaking in less commonly taught languages
Novice Mid	for reading and writing in less commonly taught languages
Novice Low	


SUPERIOR
Can support opinion, hypothesize, discuss abstract topics, and handle a linguistically unfamiliar situation
ADVANCED
Can narrate and describe in past, present and future time/aspect, and handle a complicated situation or transaction
INTERMEDIATE
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction
NOVICE
No functional ablity: speech limited to memorized material

Inverted Pyramid Showing Major Levels of ACTFL Rating Scale

Second Language Benchmarks for More Commonly Taught Languages

Benchmark Level I (ACTFL Novice Low/Novice Mid): The student can...

- greet and respond in social interactions using learned words and phrases with culturally appropriate behavior.
- communicate and express likes and dislikes in simple conversations about people, places and things using learned words and phrases.

Benchmark Level II (ACTFL Novice Mid/Novice High): The student can...

- perform Level I functions with no major patterns of error.
- make requests and obtain information using simple questions.
- understand some ideas and familiar details presented in uncomplicated conversations or paragraphs.
- begin to provide information using learned phrases and short sentences.

Content Levels I and II may include self, family, friends, home, rooms, school, classes, schedules, health, community, geography, weather, holidays, festivals, colors, numbers, leisure activities, likes and dislikes, size and quantity.

Benchmark Level III (ACTFL Novice High): The student can...

- perform Level I and II functions using simple sentences that show increasing proficiency and control of vocabulary with no significant patterns of error.
- use questions and short sentences to provide or obtain specific information, e.g., time, place, purchases, directions.
- understand important ideas and a few details from simple authentic sources with some errors in comprehension.
- express important ideas and a few details in sentences in conversations and simple written paragraphs.

Benchmark Level IV (ACTFL Intermediate Low): IT IS AT THIS LEVEL THAT THE STUDENT BEGINS TO RECOMBINE LEARNED MATERIALS, CREATE WITH LANGUAGE, SPEAK AND COMPREHEND A SERIES OF SENTENCES. THIS LEVEL MARKS THAT THE STUDENT HAS CROSSED A MAJOR LANGUAGE THRESHOLD.

At this level the student can...

- perform Level I, II and III functions showing increased proficiency.
- understand important ideas and some details from non-complex authentic sources with few errors in comprehension.
- express important ideas and some details with strings of sentences and short written paragraphs.
- describe and compare with few errors in communications.
- express needs and emotions in personal and social interactions and in correspondence showing cultural propriety.

Content areas for Levels III and IV may include: All of Level I and II, historical and cultural figures, places and events, clothing, city, buildings, food, seasons, animals, shopping, stores, money, professions, work, transportation, travel and directions.

Work of Other States
and
the National Goal
March, 1995

NATIONAL GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP
By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, **foreign languages**, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Several states have begun work on second language development, some with support at the state level and others using local resources.

Other Leading States:

- **North Carolina** requires foreign language instruction in K-5 by 1995, with foreign language to be available to all grade 6-8 students and opportunities for 9-12 students to be made available. Academic scholars must study two years of a high school foreign language.
- **Oklahoma** requires K-3 awareness activities in foreign language; by grades 4-5, students are expected to achieve novel-level proficiency. Schools are expected to create intermediate-low proficiency in grades 6-8. High schools are required to offer at least two years of one foreign language.
- **California** requires that foreign language be offered every year between grades 7-12. In high school students are required to take one year of either foreign language or fine arts. Those applying to the University of California or California State University must complete a foreign language requirement. California has moved into proficiency testing. A test is being developed to assess students at various levels; the state is using pictures to involve students in telling stories (demonstrating speaking proficiency).
- **Colorado** Senate passed in March 1994 Legislation requiring second language to be added to the already mandated 10 content areas.
- **Texas** schools must offer two years of one foreign language. Students in an advanced program are required to complete two levels of one foreign language. The state has a special initiative, which first focused on teacher training and teachers' poor level of proficiency; the focus now is on testing of student proficiency. One of the national testing companies is developing the tests -- an Oral Proficiency Test which is a taped test. The test establishes an exit floor. Teachers are trained to assess the tapes.

- **Pennsylvania** schools must offer two foreign languages (one of which must be a modern language), and one must have a four year sequence for students. All graduating students must achieve intermediate low.
- **Virginia** schools are required to offer foreign language in grade 8. High schools must offer three years of one foreign language, and three years of one foreign language (or two years of two) are required for an Advanced Studies Diploma.
- **New York** schools are required to offer foreign language in grades 8-12. All students must study foreign language for two years. The Regent's Diploma requires three years of one foreign language plus passing a proficiency test.
- **Indiana** high schools must offer two years of one foreign language. Three years of one foreign language (or two years of two) are required for the Academic Honors Diploma. Indiana is in the process of developing a test for students at various levels that is proficiency oriented that can be graded. Students are required to score a certain level.
- **Louisiana** requires all academically able students in grades 4-8 to study a foreign language.
- **Montana** requires all elementary schools to offer foreign language instruction by 1999. All middle and junior high schools must offer foreign language instruction by 1994. High schools must offer at least two years of one foreign language as of 1991.
- **North Carolina** implemented in 1985, a mandate for all elementary students to take a second language.

NATIONAL FOREIGN LANGUAGE STANDARDS (Draft 8/1/94)
GOAL ONE: Communicate in Languages Other Than English

Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
Standard 1.1 **Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts.**	• Students will give and follow simple instructions by participating in various games or other activities with partners or groups. • Students will express likes and dislikes regarding various objects, categories, people, and events present in their everyday environment. • Students will produce lists of items necessary to plan events or activities (i.e., picnic, birthday party, science project, craft) through pair and group work.	• Students will exchange information with peers and familiar adults about topics of interest to them and to same age members of the target cultures. • Students will work in pairs or groups to plan an event using authentic schedules, a budget, and interaction with adult users of the language with whom this type of planning would normally take place.	• Students will write a letter to a native speaker of the target language explaining a past event and their feeling about that event. The particular time of the event will be chosen from a large variety of possibilities. • Students will communicate (orally or in writing) with a speaker of the target language regarding a future event.
Standard 1.2 **Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest.**	• Students will describe family members, friends, and people deemed important to the learners, objects present in their everyday environment, and common school and home activities.	• Students will obtain personal data from peers or adults either in person or by telephone. • Students will comprehend the content of authentic written materials selected by the teacher according to familiarity of topic and scope of vocabulary and structure (i.e., personal letters and notes, pamphlets, newspapers and magazine articles, advertisements). • Students will understand the main ideas and some details from authentic television, radio, or live presentations on topics that are in their personal area of interest or that of same-age members of the target cultures. • Students will write various types of texts to a defined audience about a topic of personal interest or experience. In those texts, they will express ideas, opinions, attitudes, or feelings.	• Students will apply for participation in a summer program at a school making arrangements for room and board, using a class schedule, and using information about transportation and local tourist attractions and activities. • Students will interact with a proficient speaker of the target language in a number of true-life situations chosen from a large variety of topics: getting around (hotel, station, pharmacy), getting things done (repair walkman, fix straps on sandals), asking for information. • Students will understand the main ideas and significant relevant details of extended discussions, presentations, and feature programs on radio and television, in movies and other forms of media designed for use by native speakers.
Standard 1.3 **Students will use language for leisure and personal enrichment.**	• Students will comprehend oral messages such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes and vocabulary.	• Students will read authentic literary texts selected by the teacher for appropriateness, and describe characters and major events.	• Students will read an authentic literary text in the target language, explain in general terms the characters and plot, and express personal reactions and feelings about the work orally and/or in writing.

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NATIONAL FOREIGN LANGUAGE STANDARDS
GOAL TWO: Gain Knowledge of Other Cultures

Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
Standard 2.1 **Students will demonstrate knowledge of the components of the target culture.**	• Students will use appropriate gestures and oral expressions for greetings, leave taking, and common or familiar classroom interactions. • Students will participate in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling, dramatizations, or role playing. • Students will identify patterns of behavior or interaction in various settings, such as school, family, and the immediate community. • Students will observe and identify utilitarian forms of the target culture such as toys, dress, types of dwellings, and typical foods. • Students will identify or read about and react to expressive forms of the target culture such as children's songs, simple selections from authentic children's literature, and types of artwork or graphic representations enjoyed or produced by the peer group in the culture studied.	• Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include interaction with adults. • Students will participate in and react to age-appropriate cultural activities, including but not limited to adolescents' games (e.g., card games, games with game boards, outdoor games), sports-related activities, music, and television. • Students will identify and discuss patterns of behavior or interaction typical of the age group in settings in the community. • Students will identify and discuss values, beliefs, mind sets, or perspectives related to the patterns of behavior or interaction discussed. • Students will identify and discuss utilitarian forms of the target culture such as educational institutions/systems, means of transportation, and various rules (as they apply to the peer group in the culture being studied) and explore how these forms have influenced the larger community. • Students will identify orally (or read about) and discuss selected expressive forms of the target culture such as popular music/dance, appropriate authentic texts (e.g., children's magazines, comic books, or children's literature), the use of color, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and to explore the effect of these forms on the larger community.	• Students will interact successfully in a variety of cultural contexts that reflect peer-group activities within the culture(s) studied, using the appropriate verbal and nonverbal cues. • Students will identify, discuss, and analyze various patterns of behavior or interaction both typical of the age-group and extending beyond. • Students will identify, discuss, and analyze those values, beliefs and mind sets that support the patterns of behavior or interaction identified. • Students will identify, discuss, and analyze utilitarian forms of the target culture, including but not limited to social and political institutions and laws, and evaluate the impact of these on the larger community. • Students will identify, discuss, and analyze expressive forms of the target culture including popular expressions of books, periodicals, videos, commercials, music, dance, design, painting, etc. • Students will identify, discuss, and analyze expressive forms of the target culture that are classified as literature and fine arts and assess their influence on the larger community.

NATIONAL FOREIGN LANGUAGE STANDARDS
GOAL THREE: Access New Information and Knowledge

Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
Standard 3.1 **Students will use the target language to reinforce and further their knowledge of other disciplines.**	• Students will use information from a story begin studied tin the target language and connect elements (e.g., color symbolism, geographical setting, genre characteristics) from the story to other school subjects. • Students will participate in an activity in the foreign language class based on a particular concept from one of their other classes • Students will learn vocabulary or concepts related to a topic being studied in another class (e.g., geographical place names, parts of the body, basic mathematical manipulations).	• Students will view a film or listen to a discussion in the language class on a topic they are currently studying in another class. They will use the new information from the language class in the other class. • Students will use authentic sources to assemble facts and statistics about topics of personal interest. They will use this information in connection with ideas being studied in another class. • Students working in small groups will choose a topic, concept, or figure being studied in another class and use a target language information source to add to their understanding. • Students will use the target language to obtain specific information from a target language institution that can enhance their study of a topic in another class.	• Students will research a topic of interest from another discipline accessing a variety of target language sources (e.g., print, audio, video, CD-ROM) and use that information as the basis for work in that discipline. • Students will select an event or historical figure they are familiar with from another course. Accessing a target language source, they will share the information with classmates. • Students will share a concept or skill learned in the foreign language class with one of their other classes, or share their understanding of the way it applies to the other class with classmates in the language class. • Students will interview speakers of the target language (either in person or via an electronic network) to obtain their views on a topic about which the students are already knowledgeable.
Standard 3.2 **Students will use the target language to gain access to information and perspectives that are only available through the target language or within culture.**	• Students will respond to a dramatization of a target language text (e.g., fairy tale). • Students will examine a target language source intended for same-age native speakers and identify the major elements of the source materials (e.g., what it is, why peers would use it, where it might be found).	• Using the second language, students will establish contact with members of the target culture to obtain information about a hobby, sport, or topic of personal interest. • Students will consult target language sources to gain information on a topic of personal interest or community concern. • Students will use target language sources to gain information about common items, such as food, electronics, autos, etc. • Students will use target language tourism publications to understand why specific locations are important to the target culture.	• Using the second language, students will establish contact with members of the target culture to obtain information about a hobby, sport, or topic of personal interest. • Students will consult target language sources to gain information on a topic of personal interest, community or world concern.

NATIONAL FOREIGN LANGUAGE STANDARDS
GOAL FOUR: Develop Insight into Own language and Culture

Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
Standard 4.1: **Students will recognize that different languages use different patterns to communicate.**	• Students give examples of word borrowing from one language to another and discuss the significance of this process. • Students demonstrate awareness of the pronunciation, intonation, writing system, and stress pattern of the target language and how these differ from the same elements of English by distinguishing between the two.	• Students understand how idiomatic expressions have an impact on communication and reflect culture by anticipating larger units of meaning rather than individual word equivalencies.	• Students will identify the elements of the target language that signify time or tense and comparable linguistic markers in their own language by comparing and contrasting the two languages. • Students will use the pronunciation, intonation, writing system, and stress pattern of the target language in a variety of contexts for non-sympathetic listeners or readers.
Standard 4.2: **Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction.**	• Students will demonstrate a knowledge of the patterns of behavior of the target culture(s) related to recreation, celebrations, etc., and identify similar and different patterns of behavior in their local culture. • Students will identify expressive and utilitarian forms evident in their local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, rhymes, etc.). • Students will identify and describe some cultural beliefs and attitudes of people in both their own and the target culture relating to family, school, work, and play.	• Students will investigate and report on cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, and recreational gatherings). • Students will compare and contrast music and songs from the target culture with those in the native culture through oral and/or written descriptions and performance, where possible. • Students will create a survey to gauge the attitudes of adolescents related to some aspect of American culture. Through face-to-face contact or written exchanges they will survey adolescents in the target culture to determine their attitudes about the same topics.	• Students will read authentic texts and view movies related to the issues of migration and immigration in the target cultures and in the native culture. Issues related to family, income, environment, natural disasters, and wars will be compared and contrasted through oral, written and artistic expression.

NATIONAL FOREIGN LANGUAGE STANDARDS
GOAL FIVE: Participate in Multilingual Communities and Global Society

Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
Standard 5.1: **Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.**	• Students exchange information about family, school events, and celebrations in written form via letters, E-mail, or in audio formats. • Students will interact with members of the community who are involved in social service professions to hear how these community representatives use the target language on a daily basis. The students ask questions to further their understanding of how the target language is used to assist other members of the community.	• Students will exchange information in written form or orally with peers from target language groups by discussing their preferences concerning leisure activities, including athletics and music. • Students will request information from members of the local community or from the sports and entertainment fields who use the target language in their experiences in these professions.	• Students will communicate in writing with their peers in the target culture regarding the official government position on an international topic (i.e., the NAFTA trade agreement). The students will acquire information that will enable them to discuss the target culture's government position on the topic and compare it to positions taken by the U.S. government. • Students will complete a project focusing on the repackaging of American advertisements to the market of the target culture.

Higher Education Requirements

Summary of Foreign Language College Admission Requirement

As a result of the Oregon State Board of Higher Education action on July 22, 1994, the following requirements will go into effect for students who seek admission to an Oregon State System of Higher Education (OSSHE) college or university for 1997-98. Additional requirements have been established for students who seek admission to OSSHE institutions in 1999-2000.

1997-98 Requirement

1. Students who enter OSSHE institutions as freshmen in 1997-98 must meet a foreign language proficiency level of Intermediate-Low on the ACTFL scale for Spanish, French, and German; and Novice-Mid on the ACTFL scale for Japanese. This policy will pertain to all campuses except Oregon Health Sciences University. A chart clarifying what these levels mean is attached.

2. Students entering in 1997-98 also will have the option of meeting OSSHE admission standards with two Carnegie units (two years) of the same language taken at the high school level (one year may be taken prior to high school if the second year is at the high school level). This requirement would also pertain to other languages for which proficiency levels have not yet been established (e.g., Russian, Chinese, Italian, Latin, American Sign language).

3. Students may be admitted to OSSHE institutions under a special exception basis if their high school is unable to offer a two-year sequence of any foreign language; this must be so certified by the high school. In such cases, students entering an OSSHE institution will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard, corresponding generally to one year of college foreign language.

4. All students entering from community colleges, or other colleges and universities, will be required to meet a foreign language requirement by completing one year equivalence of college level language, or by meeting proficiency levels as determined by an OSSHE placement assessment, or by having completed two years of high school foreign language at a prior time.

5. Students who have been out of school for an eight or more year period at the time of admission may apply for an exemption of the foreign language requirement. In such cases, students will be required to meet a graduation requirement of satisfactory

attainment of the proficiency standard (corresponding generally to completion of one year of college foreign language).

6. Non-native students who are bilingual will be required to meet the foreign language requirement in a language other than English, with proficiency at the level required of entering freshman and transfer students. Proficiency may be established in one of the following ways: provide a foreign transcript that certifies two years of formal schooling beyond the sixth grade in a language other than English; provide certification by high school principal, based on consultation with and judgment by language teachers and advice from cultural organizations; or complete the OSSHE proficiency assessment.

7. Students seeking admission from non-English speaking countries will be required to meet an English proficiency requirement, using ACTFL scores and other appropriate measures, as determined by each OSSHE campus.

1999-2000 Requirement

1. Students who enter OSSHE institutions as freshmen in 1999-2000 must meet a foreign language proficiency level of Intermediate-Mid on the ACTFL scale for Spanish, French, and German; and Novice-High on the ACTFL scale for Japanese. Admission will be based on proficiency and not on the number of Carnegie units (years) a student has completed in high school.

2. Languages for which proficiency levels have not yet been set will be recommended by staff to the Oregon State Board of Higher Education in Early 1995.

3. The OSSHE special exception waiver reviewed under #3 of the 1997-98 Requirement will pertain to students seeking admission in 1999-2000 as well.

4. All students entering from community colleges, or other colleges and universities, will be required to meet a foreign language requirement by completing one year equivalence of college level language or by meeting proficiency levels as determined by an OSSHE placement assessment.

5. Students who have been out of school for a six or more year period at the time of admission may apply for an exemption of the foreign language requirement. In such cases, students will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard (corresponding generally to completion of one year of college foreign language).

6. Non-native students who are bilingual will be required to meet the foreign language requirement in a language other than English, with proficiency at the level required of entering freshman and transfer students. Proficiency may be established in one of the following ways: provide a foreign transcript that certifies two years of formal

schooling beyond the sixth grade in a language other than English; provide certification by high school principal, based on consultation with and judgment by language teachers and advice from cultural organizations; or complete the OSSHE proficiency assessment.

7. Students seeking admission from non-English speaking countries will be required to meet an English proficiency requirement, using ACTFL scores and other appropriate measures, as determined by each OSSHE campus.

Office of Academic Affairs
Oregon State System of Higher Education
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